



# Administration Handbook



Maine Department of Education

## **Maine Department of Education**

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## **Important Dates for 2011-2012**

**December 1, 2011** – Task Bank opens

**March 1, 2012** – Last Day to add student to the Task Bank

**April 13, 2012** – Return Materials Kits mailed

**April 30, 2012** – Task Bank Closes

**May 3, 2012** – UPS Pick-up

## **Websites**

### **Personalized Alternate Assessment Portfolio (PAAP)**

[www.maine.gov/education/salt/paap/index.html](http://www.maine.gov/education/salt/paap/index.html)

### **Maine Unified Special Education Regulation (MUSER)**

<http://www.maine.gov/sos/cec/rules/05/071/071c101.doc>

### **Maine's Comprehensive Assessment System (MeCAS)**

[www.maine.gov/education/salt/index.htm](http://www.maine.gov/education/salt/index.htm)

### **Measured Progress**

[www.measuredprogress.org](http://www.measuredprogress.org)

## **Stay Informed!**

Please join the PAAP Listserv for dates, times and topics. Join online at

<http://mailman.informe.org/mailman/listinfo/paap/>

This Administration Handbook is intended to provide you with the most current materials and tools available for the development of Maine's Personalized Alternate Assessment Portfolio (PAAP) during the school year. The PAAP process has been updated based on the implementation of a required blueprint, alignment studies, standard setting, and feedback from Maine educators. This Administration Handbook, and all PAAP tools, can be found online at: [www.maine.gov/education/salt/paap](http://www.maine.gov/education/salt/paap).

**The testing window is December 1st through April 30th each year.** This allows five months for instruction and assessment to occur.

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## Introduction

### The Purpose of the Personalized Alternate Assessment Portfolio (PAAP)

In order to inform teaching and learning, provide accountability and measure student progress towards achievement of Maine Department of Education (MDOE) Regulation 131: The Maine Federal, State, and Local Accountability Standards, Federal and State laws require that all students be included in State assessments. Maine's Comprehensive Assessment System (MeCAS)<sup>1</sup> is designed to determine what students know and are able to do as articulated in the state standards. While the majority of students participating in state assessments do so through standardized assessment, the system must be flexible enough to ensure access for all students while maintaining technical soundness (validity and reliability). To these ends, three avenues of participation in the state-level assessment program are provided: Standard Administration, Administration with Accommodations of the standardized tests, and Alternate Assessment.

Maine's alternate assessment, the PAAP, provides information about the academic achievement and progress of students with significant cognitive disabilities who, because of their unique learning needs, cannot access other assessments even with a combination of accommodations. The results from this assessment not only meet federal reporting requirements, they also provide educators, parents, and the public information to inform teaching and learning.

### What is the PAAP?

The content of the PAAP has been reduced in its depth and breadth but remains focused on Maine's Alternate Grade Level Expectations (AGLEs), which are an extension of the NECAP Grade Level Expectations (GLEs) and MEA Science Standards. The AGLEs provide the basis for measurement of student achievement of the NECAP GLEs and Maine's 2007 Learning Results for students whose academic performance levels cannot be measured in the traditional way. They also serve as common elements for planning, instruction, and scoring.

The portfolio format of the PAAP allows students to produce work throughout the year as the basis for assessment of their achievement, using approaches different than the typical, on-demand pencil-and-paper test. It precludes measurement based on a single point in time and provides the opportunity for integration of each individual student's academic instructional program.

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<sup>1</sup> MeCAS consists of the New England Common Assessment Program (NECAP); Maine Educational Assessment for Science (MEA/Science); the Maine High School Assessment (MHSA) comprised of the SAT and the high school science test; and the alternate to all of these, the Personalized Alternate Assessment Portfolio (PAAP).

## Determining the Appropriate Avenue for Participation in State Assessments

### Inclusion of All Students in State Assessment

One of the fundamental principles of the No Child Left Behind Act of 2001 (NCLB) is the inclusion of *all* students in a system of standards, assessment and accountability. By excluding any student or group of students from State assessment, it suggests that high expectations apply only to some, but not all, students. Decisions must be made regarding *how* an individual student will participate in the assessment system, not *whether* the student will participate.

### Determining *How* a Student Participates

The MeCAS is a statewide instructionally supportive assessment system which complies with the federal requirements of NCLB and the ***Individuals with Disabilities Education Improvement Act***, as amended (IDEA). These Acts, along with state regulations, require that all students, including those with disabilities, participate in state-required assessments in grades 3-8 and once in high school, and are intended to hold schools accountable for the academic performance of students. Those assessments include:

- The New England Common Assessment Program (NECAP), which assesses reading and mathematics at grades 3-8 and writing at grade 5 and 8;
- The Maine Educational Assessment (MEA), which assesses science at grades 5 and 8;
- The Maine High School Assessment (MHSA), which includes the SAT, that assesses critical reading, mathematics, and writing and a science test given to all students in their third year of high school; and,
- The Personalized Alternate Assessment Portfolio (PAAP), which alternately assesses the NECAP, MEA and MHSA for a small number of students with the most significant cognitive disabilities who are unable to take part in these assessments.

Federal law mandates that alternately assessed students participate in all content areas in which their same age/grade peers participate. The PSAT is required for students in grade 10, although scores are not used for AYP determinations. The format of the grade 10 PAAP differs slightly from the PAAP administration for accountability purposes. Specific information about how to administer the grade 10 assessment is available at: <http://www.maine.gov/education/lsalt/paap/materialstools/index.htm>.

If there is a question about how a student should participate in the state assessments, a team of educators should be convened to review the student's current instructional program. How a student with disabilities will participate in state- and district-wide assessments is determined by each student's Individual Education Plan (IEP) team, at least annually. Participation decisions can have important implications for school accountability and reporting.

The team must consider how the student accesses the Maine Content and Performance Standards for instructional purposes. Consideration should be given to the types of supports and interventions that the student requires for educational success, and to the student's participation in various types of assessments in the past. Teams will then be well positioned to weigh the existing options carefully, review the eligibility questions, and make the most appropriate assessment decision.

The following options exist for how a student may participate:

- Participate in the statewide assessment without accommodations
- Participate in the statewide assessment with approved state accommodations
- Participate in the statewide alternate assessment

## Determining Participation in Alternate Assessment

If the team is considering an alternate assessment, it must remember, ***only students with the most significant cognitive disabilities are eligible to be assessed with the alternate assessment.*** A significant cognitive disability is not a separate category but rather intended to include the small number of students who are (1) within one or more of the existing categories of disability under IDEA (e.g., intellectual disability, autism, multiple disabilities, traumatic brain injury, etc.) and (2) whose cognitive impairment prevents them from attaining grade-level achievement standards. Their disability typically results in limited cognitive abilities combined with behavioral and/or physical limitations and requires highly specialized education and/or social, psychological, and medical services in order to maximize full potential for useful and meaningful participation in society and for self-fulfillment. Students with severe disabilities may experience severe speech, language, and/or perceptual-cognitive impairments and challenging behaviors that interfere with learning and socialization opportunities. These students may also have extremely fragile physiological conditions and may require personal care, physical/verbal supports, and assistive technology devices. The team should guide their decision-making process by using the:

- Flow Chart for Determining Appropriate Avenue of Assessment (see page 21)
- Criteria to Determine Participation in PAAP (see page 22)

When considering a student for participation in the PAAP, IEP team members must actively engage in a planning process that demonstrates:

- participation in the PAAP was not based solely on the student's category of disability, language differences, achievement level, school attendance or cultural or environmental factors;
- the Flow Chart for Determining Appropriate Avenue of Assessment and Criteria to Determine Participation in PAAP were utilized by the IEP team in determining the appropriateness of having the student participate in the alternate assessment;
- there was communication to the student and his/her parent/guardian(s) of any State- or district-imposed consequences of a student's participation in PAAP;
- use of alternate achievement standards to measure student performance are documented; and
- the request for alternate assessment for each student is consistent with academic instruction based on the AGLEs essential to the provision of a Free Appropriate Public Education (FAPE) as determined and documented by the IEP team.

All students being considered for alternate assessment should have their individual situations reviewed by an IEP team prior to December 1st, allowing sufficient time for appropriate administration of the alternate assessment, which is designed to be embedded in daily instruction throughout the year. The recommendation for a student to take an alternate assessment must be reflected in the student's IEP.

## Alternate Grade Level Expectations (AGLEs)

Maine's Alternate Grade Level Expectations (AGLEs) for the PAAP are written on a continuum of eight Levels of Complexity (LoC) extended from the Maine's Accountability Standards Chapter 131. The LoCs for Reading, Writing, and Mathematics are aligned to the NECAP Grade-Level Expectations (GLEs), and the LoCs for Science are aligned to Maine's 2007 Learning Results. All content area LoCs represent a learning continuum constructed by using grade-level content and reducing it in complexity to ensure access to curriculum and instruction for all students.

Maine's AGLEs provide a common basis for the planning of standards-related instruction and assessment in a system that allows students to work on the AGLEs/Indicators, LoC Descriptors and tasks best suited to their individual needs.

### Format of the PAAP AGLEs

Maine's AGLEs are formatted by content area (Reading & Writing, Mathematics and Science), AGLE/Indicators and LoC Descriptors. The content area sections are tabbed to aid in the use of the document.

- Reading & Writing
- Mathematics
- Science

A copy of the AGLE document is included in this handbook and can also be found at <http://www.maine.gov/education/salt/paap/index.html> under the Standards button on the left side of the page.

Figure 01 (pg. 5) illustrates a sample AGLE page for Mathematics. The header at the top of the page identifies this AGLE as NECAP GLE M (N&O) – 3 & 4, the NECAP Grade Level Expectation (GLE) to which this material is aligned (GLE M refers to Mathematics, while N&O identifies the focus of the standard, Numbers and Operations). Directly opposite this, on the right side of the field, the corresponding PAAP identifier is situated: Mathematics AGLE/Indicator – A5.

In order to demonstrate proficiency as defined in NECAP's GLEs (for Reading, Writing, and Mathematics), the student expectations for each AGLE are presented in italics below the NECAP GLE. For Mathematics A5 the expectation of the student is that he or she *...demonstrates conceptual understanding of mathematical operations and problem solving by...*

Exactly how the student demonstrates conceptual understanding of mathematical operations and problem solving is detailed in the LoC descriptor table immediately following the student expectations. In one example, the student demonstrates conceptual understanding of mathematical operations and problem solving by:

- [Level of Complexity 1:] matching a set of 2-4 objects with an equivalent set of 2-4 objects;
- [Level of Complexity 2:] adding and subtracting whole numbers (sums up to 6 and the corresponding subtraction counterparts) using manipulatives;
- [Level of Complexity 3:] adding and subtracting whole numbers (sums up to 10 and the corresponding subtraction counterparts) and showing or explaining strategies for such problems;

...and so on, up to and including LoC 8.

NECAP GLEs M(N&O) — 3 & 4		Mathematics AGLE/Indicator — A5	
Numbers and Operations – Understanding of Mathematical Operations, Calculations, and Solving Problems		Student demonstrates conceptual understanding of mathematical operations and problem solving by:	
Level of Complexity 1	Level of Complexity 2	Level of Complexity 3	Level of Complexity 4
<b>doing the following:</b> <ul style="list-style-type: none"> <li>matching a set of 2–4 objects with an equivalent set of 2–4 objects</li> </ul>	<b>doing the following:</b> <ul style="list-style-type: none"> <li>adding and subtracting whole numbers (sums up to 6 and the corresponding subtraction counterparts) using manipulatives.</li> </ul>	<b>doing the following:</b> <ul style="list-style-type: none"> <li>adding and subtracting whole numbers (sums up to 10 and the corresponding subtraction counterparts) and showing or explaining strategies for such problems.</li> </ul>	<b>doing the following:</b> <ul style="list-style-type: none"> <li>adding and subtracting whole numbers (sums up to 20 and the corresponding subtraction counterparts) and showing or explaining strategies for such problems.</li> </ul>
Level of Complexity 5	Level of Complexity 6	Level of Complexity 7	Level of Complexity 8
<b>doing one or more of the following:</b> <ul style="list-style-type: none"> <li>adding and subtracting whole numbers (sums up to 99 and the corresponding subtraction counterparts) and showing or explaining strategies for such problems, and/or</li> <li>describing or illustrating the inverse relationship between addition and subtraction and/or the relationship between repeated addition and multiplication.</li> </ul>	<b>doing the following:</b> <ul style="list-style-type: none"> <li>adding and subtracting whole numbers (sums up to 199 and the corresponding subtraction counterparts) and showing or explaining strategies for such problems,</li> </ul> <b>AND</b> <b>doing one or more of the following:</b> <ul style="list-style-type: none"> <li>multiplying (limited to one-digit numbers) and dividing (limited to one-digit divisors and two-digit dividends) whole numbers, and/or</li> <li>describing or illustrating the inverse relationship between multiplication and division (without remainders) and/or the relationship between repeated subtraction and division.</li> </ul>	<b>doing one or more of the following:</b> <ul style="list-style-type: none"> <li>multiplying (one digit by two digits and/or two digits by two digits) and dividing (limited to one-digit divisors) whole numbers and/or</li> <li>solving problems involving fractions, decimals, percents, and/or ratios.</li> </ul>	<b>doing two or more of the following:</b> <ul style="list-style-type: none"> <li>using each of the four operations on whole numbers (division up to two-digit divisors), and/or</li> <li>solving problems involving fractions, decimals, percents, and/or ratios, and/or</li> <li>solving problems involving proportional reasoning.</li> </ul>

Figure 01: Math/A5 from the Alternate Grade Level Expectations.

Because Science is not assessed by NECAP in Maine, alignment to the NECAP GLEs was not necessary. For that reason, the layout of the PAAP AGLEs for Science is slightly different, reflecting the format of Maine's 2007 Learning Results under Maine's Accountability Standards Chapter 131, to which the Science AGLE/Indicators are aligned. At the top of each page, the reader will find a header with Maine's Accountability Chapter 131, AGLE/Indicator, and title. The student expectations for that AGLE are written in italics below the AGLE.

Formatting of the LoC descriptors for Science is the same as it is for Reading, Writing, and Mathematics: LoCs are ranged 1 through 8.

Since all students must be involved in general curriculum to the greatest extent possible, teachers are encouraged to plan instruction aligned to the PAAP LoC descriptor for each AGLE/Indicator selected as appropriate for inclusion in a student's instructional program. Following the delivery of planned instruction, assessment of the student's related knowledge and/or skills should be completed using PAAP tasks aligned to that LoC Descriptor. The completed tasks, along with the required forms, will make up the student work that serves as the content of the PAAP.

After the AGLE/Indicators and LoC descriptors appropriate for inclusion in the student's academic instructional program have been selected for each content area being assessed, view the aligned tasks found in the PAAP Task Bank ([www.maine.gov/education/lsalt/paap/taskbank](http://www.maine.gov/education/lsalt/paap/taskbank)). The tasks should match the academic goals established for the student during this assessment year. If no direct match is available, refer back to the PAAP AGLEs for a more appropriate LoC descriptor as necessary.



## The Task Bank

### General Information

The PAAP Task Bank is a secure location where teachers must access the assessment items to be used within the students' PAAP. In order to establish consistency, teachers may not develop their own tasks.

All Tasks within the Task Bank are aligned with Maine's AGLEs/Indicators, LoCs 1–8. Students working above the LoCs within the PAAP should participate in the standard State assessment for their grade-level placement with appropriate accommodations.

measured progress | PROFILE™ PAAP Task Bank 2011-12

Go to Registration Page | I Forgot My Password

**MAINEPAAP**  
Personalized Alternate Assessment Portfolio

**Sign in to PAAP TASK BANK**

Email address:

Password:

**Important Message:**

Only new users will need to register for the 2011-2012 school year.  
[Click here](#) to go to the Registration Page.

[Sign In](#)

[WAAS 2012 Web Manual \(PDF\)](#)

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Figure 02: The online Task Bank portal.

Access to the Task Bank is limited to educators and administrators directly involved in the planning and organization of the PAAP. Teachers will log in to the task bank and create a username (e-mail address) and password. Upon initial log-in a teacher will be prompted to enter an access code. This code can be obtained by getting the district and school code from your building administrator.

**\*\*NEW\*\*** Teachers working in multiple schools within an SAU will be allowed to enter multiple school codes to allow only one account.

## Student Registration

In order to access tasks from the PAAP Task Bank a student must be registered to take the assessment. To do this, teachers will need to create a student roster by entering the student's MEDMS number and verifying the student information. At that point, only those tasks appropriate for the student's grade level will be made available as options for downloading.

**All students must be enrolled in the Task Bank no later than March 1st of each year.** Any student not enrolled in the Task Bank at that time will not receive a return material kit. We highly encourage enrollment of students to occur as close to the December 1st date as possible to ensure adequate opportunity for assessment and instruction to occur.

Any student on the PAAP Roster for the online Task Bank will receive return shipment materials. Please make sure your list is accurate and up to date. Only those students who will be submitting a PAAP should appear on your roster.

If a student transfers to your school at any point during the PAAP assessment window, it is imperative that you contact Sue Fossett ([susan.fossett@maine.gov](mailto:susan.fossett@maine.gov) or 207-624-6774) to ensure Task Bank access for that student.

**Important:** The school where the student will be taking the assessment is responsible for enrolling the student in the task bank. **Sending schools** are responsible for verifying that students who are tuitioned to private special purpose school or who are attending out-of-district programs are being assessed.

## Selection of Tasks

The process of PAAP task selection should begin with a teacher or IEP Team review of the PAAP AGLEs for the content areas designated for State assessment at the grade level to which the student is assigned (see PAAP Blueprint on page 23). For purposes of state assessment, the student's grade level is determined by the grade level entered in the Maine Data Management System (Infinite Campus/MEDMS).

The required number of AGLE/Indicators, as well as an appropriate PAAP LoCs for each, must be chosen for inclusion in the student's academic instructional program. Once the AGLE/Indicators appropriate for inclusion in the student's assessment portfolio have been determined (based on the required blueprint, page 23), aligned tasks found in the PAAP Task Bank should be reviewed and selected based on an appropriate and challenging level of complexity for the student.

Tasks within the Task Bank will be available to teachers December 1st through April 30th each year.

Downloads from the Task Bank will include an Entry Slip, the required number of Task Descriptions, the appropriate number of work templates for student completion of the work within the task and the required number of Task Summary pages. All tasks have been designed to maximize access for all students.

**\*\*NEW\*\*** Teachers *must* complete the Task Summary page electronically to collect the teachers' scores electronically. It also must be printed out for inclusion in the portfolio.

## Partial PAAPs

If the IEP team determines that the student's significant cognitive disability allows the student to participate in the standardized assessment with or without accommodations in one content area but requires that the student participate in a PAAP in another content area (a partial PAAP), the individual situation must be reviewed and approved by the MDOE. A Request for Partial PAAP along with the student's current IEP must be submitted to the Department prior to December 1st each year for approval for each student who has been identified to take a partial PAAP. For more information and required forms, please see the Operational Procedures for PAAP (<http://www.maine.gov/education/salt/paap/materialstools/index.htm>).

## Types of Support

Students who participate in state assessments through the PAAP may need varying degrees of support in order to complete the required academic tasks. In this section of the Handbook we will identify the modes of support which are acceptable when administering a PAAP.

### Available Supports for Use with PAAP Tasks

There are three types of support permissible when administering a PAAP:

1. PAAP Approved Accommodations
2. Flexibility in Presentation
3. PAAP Levels of Assistance

### PAAP Approved Accommodations

Accommodations do not alter what the test measures or the comparability of results. When used properly, appropriate test accommodations remove barriers to participation in the assessment and provide students with diverse learning needs an equitable opportunity to demonstrate their knowledge and skills.

Accommodations are changes to the standard Timing, Setting, Presentation, and/or Response. There may be instances in which the task materials themselves are difficult for a student to use because of his or her disability. In addition to the approved accommodation list for general state assessments, the following PAAP specific accommodations may be utilized.

- **Enlargement of materials:** Graphics and text components of the tasks may be enlarged. Caution should be taken when doing this as all components should be enlarged to the same percentage/size. For enlarged materials, contact the PAAP Program Assistant at Measured Progress (1-800-431-8901).
- **Use of Concrete Objects:** Whenever possible, a concrete object may be substituted for a pictured object. The concrete object must match the pictured object. For example, a real block may be substituted for a picture of a block. However, if you substitute, you must substitute all objects within the item with concrete objects.
- **Picture Card or Description Cards:** The picture cards or description cards provided for a task may be used by the student instead of the work template. In such instances, all student responses must be recorded by the teacher on the task work template.
- **Alternative/Augmentative Communication:** Signs or symbols that are part of the student's daily communication system may be substituted for symbols or pictures provided in a task. In each case, the symbol or picture substituted must represent the object, word, or idea listed on the work template within the task. That is, if the symbol to be identified is for "big", the symbol substituted must also represent "big".

- **Extended Time:** Tasks may be broken into sections to be done on different days.
- **Visual Support for Graphics:** Teachers may name or describe the contents of a given picture as long as the name or description does not provide the answer required in the task.
- **Multiple Testing Opportunities:** If a student is unsuccessful on a given task, following re-teaching of the related content, the task may be re-administered anytime during the testing window.

Students participating in the PAAP may also use any of the accommodations that have been approved for use in state assessments by the Maine Department of Education, without having their use recorded on any PAAP form. A review of these accommodations should be done prior to completion of any PAAP tasks.

Only those task accommodations that do not alter what is being measured will be allowed. If you identify a task accommodation that is needed for a student but is not listed above, contact Susan Fossett ([susan.fossett@maine.gov](mailto:susan.fossett@maine.gov) or 207-624-6774) for approval of its use.

### **Flexibility in Presentation**

The Directions for Task Administration section within each PAAP Task Description may include additional supports not listed among the approved accommodations for the general assessment. Because of the modified nature of the PAAP and the population for whom the PAAP is intended, some flexibility in the method of presentation is necessary and appropriate.

The use of support mechanisms listed within the Directions for Task Administration section does not affect the PAAP scoring formula since it does not change what is being measured in the task.

### **Levels of Assistance**

If a student needs supports beyond those provided through approved accommodations or the flexibility that is part of every PAAP Task Description, the opportunity to use individualized Levels of Assistance is provided. Supports classified as Levels of Assistance are teacher-developed support mechanisms that, while not modifying the content being measured, assist a student in completing the task or retrieving the answer to a particular question without actually providing that answer to the student.

Levels of Assistance are determined on a three-point scale of 1-3, each affecting the overall score of a PAAP task. As the support the teacher provides decreases, the point score goes up. These point values do not affect the student's preliminary score for the task – "the % Correct". Rather, the points awarded for Levels of Assistance make up one part of the final scoring matrix, along with Level of Accuracy and LoC.

#### **Level of Assistance Score of 1:**

- Modeling
- Demonstrating a response similar to that desired (e.g., Teacher says, "When I put the water in the freezer, it gets cold, hard, and turns white." Actual test question: What happens when you put water in the freezer? Student answers, "It freezes" or "It becomes ice.")

#### **Level of Assistance Score of 2:**

- Use of Option 2 (provided at LoC 1 when appropriate) to use fewer of the item sets multiple times in order to match student's knowledge. In most tasks at LoC 1 only, an "Option 2" is provided to allow students to repeat selected item sets within a task if they are unable to do all of those that are part of the task as presented. Teachers must use the item sets as they are presented, but may decrease the required number. The results must be recorded on the Option 2 template provided with the task download for those tasks in which they are available.
- Limiting a student's response (except at LoC 1) by removing one response option (e.g., multiple choice items/problems and reducing the response options from 3 to 2).

- Use of clarifying questions to stimulate student thought without providing clues to specific answers (e.g., “Which happened first? Show me on your board.”).
- Prompting (e.g. Teacher asking “What happens next?” or saying “Tell me more.”)
- Cueing

**Level of Assistance Score of 3:**

- Independent
- Administering the task following the directions outlined on the Task Description page
- Providing encouragement
- Completing Task by using augmentative/alternative means of communication
- Repeating directions
- Reacting to student (e.g. teacher saying “You’re right!” or “You got that right.”)
- Re-reading a passage (except for required reading)
- Reminding a student to stay focused

2. Determine the **Level of Assistance** in the box below.

Level of Assistance		
<b>Level of Assistance 1</b> <input type="checkbox"/> Circle the type of assistance from the list below.	<b>Level of Assistance 2</b> <input type="checkbox"/> Circle the type of assistance from the list below.	<b>Level of Assistance 3</b> <input type="checkbox"/> Circle the type of assistance from the list below.
<ul style="list-style-type: none"> <li>• Modeling</li> <li>• Demonstrating a response similar to that desired</li> <li>• Other: _____</li> </ul>	<ul style="list-style-type: none"> <li>• Use of Option 2</li> <li>• Limiting student's response by removing one option</li> <li>• Asking clarifying questions</li> <li>• Prompting</li> <li>• Cueing</li> <li>• Other: _____</li> </ul>	<ul style="list-style-type: none"> <li>• Independent</li> <li>• Encouragement</li> <li>• Use of augmentative/alternative communication</li> <li>• Repeating directions</li> <li>• Reacting to student</li> <li>• Re-reading passage</li> <li>• Reminding student to focus</li> <li>• Other: _____</li> </ul>

**Note:** If Student Work, Level of Accuracy box, and Level of Assistance box are not completed and submitted together by Task, this Task will be UNSCORABLE. See PAAP Administration Handbook for further ways that Tasks become UNSCORABLE.

*Don't Forget*

Figure 03: Levels of Assistance as referenced on a Task Summary page.

A special field is provided on each Task Summary page where detailed information regarding the Level of Assistance for that particular task is recorded (see Figure 03). The teacher administering the task must check the appropriate box indicating the level of assistance needed by the student: 1 - 3. Once the applicable box has been marked, details regarding how the assistance was given must be circled from the list below or written in the space marked ‘other’.

It is vital that information regarding the Level of Assistance be recorded on each Task Summary Page. This information is essential to the scoring of the PAAP. If such information is not provided, the Task will be scored as “unscorable”.

## **Administering a PAAP**

Once an AGLE/Indicator from the AGLEs, along with the LoC descriptor, has been selected, related work for the PAAP begins. When selecting the appropriate LoC descriptor, the teacher must ensure that the LoC does not under challenge the student or limit the educational opportunity.

The first step in administering the PAAP is providing instruction. One suggestion to prepare for instruction would be to download and print the tasks associated with the short-term objectives written in the student’s IEP. It may be beneficial to review the LoCs above and below those written in the students IEP to help inform instruction. Materials used within each task can be used during instruction to help familiarize the student with the particular objects and pictures/symbols.

After instruction has occurred and the teacher feels that the student has gained sufficient knowledge to demonstrate understanding of the learning targets within the LoC descriptor, the first task is administered following the directions for task administration outlined on the Task Description. Some tasks can be completed in one sitting; others might be administered over a course of several days. This is dependent on the teacher’s determination of what will work best for the student. There are some tasks (particularly in science) that require several days for administration.

Based on teacher analysis of the student’s performance on the first task, further instruction can be provided. If the student does not achieve the level of success the teacher feels is attainable, the learning targets can be taught again, and the first task re-administered. This process may be repeated as many times as is necessary – for any and all of the tasks within an AGLE Entry – to reach the student’s potential. The Step-by-Step Process (including AYP implications) begins on page 17 of this Administration Handbook.

When appropriate, teachers should move the student to the next LoC if he or she demonstrates a high level of accuracy and may demonstrate further success at the next LoC. For example, in January, a 3rd grade student has completed tasks at LoC 3 independently and with 100% accuracy; the teacher should increase the learning expectation by moving the student up to LoC 4 even if it requires a higher level of assistance or the student’s level of accuracy is lower.

In order for students to increase achievement levels and have the opportunity to demonstrate proficiency, we must continue to move them to higher LoCs. The LoC has the most weight in the scoring formula. More information about scoring is found in the Scoring the PAAP section.

## Scoring the PAAP

### General Information

All PAAPs are scored twice based on three variables: Level of Complexity, Level of Accuracy, and Level of Assistance. Scoring will be done electronically using the Task Summary page submitted by the teacher as the first score. The second score will be completed by a scorer at Measured Progress. Scorers are trained by personnel from Measured Progress in collaboration with personnel from the Maine Department of Education. They must pass a qualifying test prior to scoring. Expertise is provided within each small group of scorers by table leaders, all of whom have participated in the PAAP scoring process in the previous year.

Any variable on which there is not exact agreement will be reviewed by a third scorer, an expert from the Maine Department of Education or Measured Progress.

The final entry score is calculated by applying the following formula, which takes all three scoring variables into account:

$$\text{Final Entry Score} = 5 (\text{Final Level of Complexity}) + \text{Final Entry Level of Accuracy} + \text{Final Entry Level of Assistance} - 4$$

Cut scores for the four PAAP achievement levels in all content areas were set during a standard setting process in June of 2010. Standard setting involves convening panels of Maine educators in a process that identifies the final score ranges used to report content area achievement results.

A student earns a raw score based on the combined scores for each AGLE/Indicator Entry for a content area. An achievement level is then determined based on the cut scores outlined in Figure 04 (pg. 13).

Measured Progress will compile and electronically post PAAP Score Reports for Maine schools during the month of August. Building Administrators are required to review these scores. The paper copy of the Individual Student Report is returned with the MEA Science and MHSA results in mid-September for distribution to parents by the end of September each year. A student label is also included for placement in the student's cumulative record. The submitted PAAP will be returned to schools in a separate mailing during the same time.

**Reminder:** PAAP Tasks are secure material and should not be sent home with the student. It should be used for planning of instruction and assessment. Please make sure the portfolio is passed along to the next year's teacher. Portfolios should be kept for at least two years and then may be destroyed.

### The Scoring Process

Scoring of PAAPs is a holistic process by which a specific AGLE/Indicator is assessed as a whole entry. Scorers are asked to look at the student's pattern of performance as established through student work and determine AGLEs/Indicator scores for the three variables being assessed: LoC, Level of Accuracy, and Level of Assistance. The student's raw score is based on these variables, with the LoC bearing the greatest weight in the score computation formula. Students who are moved along in the LoCs will also move along in the Achievement Levels. The PAAP LoC and the scoring rubric are the tools used to define a holistic continuum of achievement based on the three variables.

Grade	Subject	Subst. Below Prof.	Partially Proficient	Proficient	Proficient w/ Distinct
2	Reading	0-11	12-24	25-42	43-46
	Mathematics	0-21	22-34	35-61	62-69
3	Reading	0-11	12-24	25-42	43-46
	Mathematics	0-21	22-38	39-61	62-69
4	Reading	0-11	12-24	25-42	43-46
	Writing	0-9	10-14	15-21	22-23
	Mathematics	0-21	22-41	42-61	62-69
5	Reading	0-13	14-23	24-41	42-46
	Mathematics	0-23	27-51	52-66	67-69
	Science	0-23	24-44	45-65	66-69
6	Reading	0-18	19-30	31-59	60-66
	Mathematics	0-24	25-55	56-84	85-99
7	Reading	0-17	18-37	38-63	64-66
	Writing	0-11	12-22	23-31	32-33
	Mathematics	0-24	25-55	56-91	92-99
8	Science	0-32	33-57	58-92	93-99
<b>High School</b>					
	Reading	0-32	33-56	57-84	85-86
	Writing	0-12	13-23	24-40	41-43
	Mathematics	0-32	33-81	82-121	122-129
	Science	0-49	50-86	87-126	127-129

Figure 04: PAAP cut scores.

Each PAAP is given at least one comment from the list of comment codes below.

**1. All components/criteria were met for the Entry.**

**2. Level of Complexity...**

- 2a. was not grade appropriate.
- 2b. for one or more tasks submitted were from a different Level of Complexity than the Entry Slip.

**3. Entry contains...**

- 3a. less than the required number of tasks.
- 3b. less than the required number of Task Summary pages.
- 3c. no Entry Slip.
- 3d. student work that was not corrected.

3e. student work that was not corrected accurately.

3f. some or all student work that was not complete.

**4. Specific information was not provided on the Task Summary page about...**

- 4a. the Level of Assistance.
- 4b. the Level of Accuracy.
- 4c. Task Summary was not submitted online.

**5. Unscorable Entry**

- 5a. Items/tasks were altered (task no longer connects to the AGLE).
- 5b. Hand-over-hand was used.



## Reporting

### PAAP Proficiency Reporting

Currently, Maine students identified with the most significant cognitive disabilities participating in the alternate assessment is 1%. These students are working toward AGLEs which are reduced in depth, breadth and complexity consistent with United States Department of Education guidance.

Please note that for each School Administrative Unit (SAU) the number of proficient or above scores on the alternate assessment that may be counted for NCLB accountability purposes cannot exceed 1% of all students in the grades assessed. We recognize that some SAUs will be assessing more than 1% of their students with the PAAP. In order to count all proficient or above students assessed with alternate standards for NCLB accountability purposes, SAUs will be notified by the MDOE of the steps needed to obtain a waiver of the 1% cap if the proficiency cap has been exceeded. A request for a waiver will need to:

- demonstrate that the incidence of students with the most significant cognitive disabilities in the SAU exceeds 1% of all students in the combined grades assessed;
- explain why the incidence of such students exceeds 1% of all students in the combined grades assessed; and
- document that the SAU is implementing the "Determining Participation in Alternate Assessment" section of this Administration Handbook.

### Reports

To support local educators in the use of student data, the MDOE in conjunction with Measured Progress created the *Report Interpretation Guide*. This document describes and explains the information contained within the *Individual Student Report (ISR)*, *School Analysis Report*, *School*, *SAU* and *State Reports*.

These reports contain information valuable to schools and SAUs in their effort to better serve the academic needs and to evaluate and improve curriculum and instruction for individual students with significant cognitive disabilities

The *Report Interpretation Guide* can be found online at:  
<http://www.maine.gov/education/lsalt/paap/scores/index.htm>.

## Code of Conduct

The goal of PAAP development is to enhance rather than diminish the students' efforts to present their best work and to support that effort through the inclusion of evidence that results from the merger of instruction and assessment.

### Teachers Administering a PAAP Make a Commitment to...

- embed student work for the PAAP in daily instruction throughout the year
- include student work that is accurate and provides recent evidence of that student's success
- include student work that is a culmination of instruction leading toward achievement of Maine's Accountability Standards Chapter 131
- include student work that reflects the student's opportunities to learn, develop, and demonstrate knowledge and skills
- challenge students and allow the opportunity for students to demonstrate proficiency
- include only original work that has been completed during the current year's assessment window
- include student work that is produced with the use of accommodations and/or assistive devices (when necessary) that are a regular part of a student's daily instruction
- provide valid evidence in which each item has been accurately corrected and can be reliably scored
- submit portfolios that include the required components, properly filled out: i.e. Entry Slips, Task Descriptions, sufficient evidence/student work and Task Summary pages that are bound and organized as outlined in this Handbook in Step by Step and the Visual Guide to PAAP Requirements
- ensure that any and all evidence and documentation is authentic, accurate, and truthful

## **Supplemental Materials**

## Step-by-Step Guide to Administering a PAAP

Participation in the PAAP is required for students needing Alternate Assessment for NECAP, MEA Science, PSAT/NMSQT, and MHSA/SAT. Students in a non-graded program must be tested at their grade of enrollment in the Maine Education Data Management System (Infinite Campus/MEDMS). Schools must ensure that Infinite Campus/MEDMS data, including name, school, and grade level, aligns exactly with similar data provided on state assessments.

### A. Planning a PAAP

#### Step 1

Meet with the student's IEP team to determine the appropriate avenue of participation in State Assessment using the guidelines on pages 2 & 3 of this Administration Handbook.

The team should use the following in the planning process:

- *Flow Chart for Determining Appropriate Avenue of Assessment* (see pg. 21)
- *Criteria to Determine Participation in the PAAP* (see pg. 22)
- **Scoring Ramifications:** Participation in the PAAP by a student who does not meet the defined guidelines will result in the student being counted as a non-participant in the NECAP/MEA Science/MHSA for AYP purposes.

#### Step 2

Using the grade-level blueprint, choose the required number of AGLE/Indicators for each of the content areas in which the student will submit a PAAP. The AGLE/Indicators will be the target of instruction for the individual student. Related instruction and assessment should be integrated with the student's IEP.

- **Scoring Ramifications:** If student work is submitted for less than the required number of AGLE Entries, the raw score for the content area will be lower and may not accurately reflect the student's level of knowledge and skills. AGLE Entries submitted beyond the number required will not be scored.

**For a visual representation, see the Visual Guide to the PAAP on page 24.**

#### Step 3

For each AGLE/Indicator required, use the PAAP AGLEs to identify the LoC Descriptors that are appropriate for inclusion in the student's instructional program. Consider the student's current level of performance and the possibilities for increasing that level through instruction as you read the PAAP LoC Descriptors. The LoC should challenge the student and allow the opportunity for the student to demonstrate proficiency.

### B. Registering a Student for PAAP

#### Step 4

Create a user account within the PAAP Task Bank. This can be done by using the registration button on the top of the Task Bank homepage. The Task Bank can be accessed by going to <http://www.maine.gov/education/lsalt/paap> and clicking on the Task Bank button on the right side of the

page. More detailed instructions on creating your account can be found in the Task Bank Manual located on the homepage of the Task Bank.

#### Step 5

Add students to your list by entering the student ID (MEDMS #) and then verifying the student name and grade upon pressing the “OK” button.

#### Step 6

Verify that the student information is accurate. Then use the “Add to Student List” button to register the student.

If the student information is not accurate, contact the person responsible for entering and uploading MEDMS data to the state site at your school. (This may be your building secretary or other designee). If the student record is not found in the Task Bank once the student is enrolled in Infinite Campus State Edition (ICSE) correctly, **contact Sue Fossett (susan.fossett@maine.gov or 207-624-6774) to make changes to the Task Bank.**

### C. Implementing a PAAP

#### Step 7

Using tasks from the Task Bank, collect student work for the required AGLE/Indicators throughout the testing window. Students may have been assessed on a task multiple times during the testing window. Submit only the required number of completed tasks for an Entry.

When the teacher records the answer on the student work template, the teacher must indicate the student response (i.e. writing: “student pointed” on the answer line is not sufficient. You must write “student pointed to the cup”).

- **Scoring Ramifications:** Less than the required number of Tasks submitted for an AGLE Entry will result in the task being “Unscorable.” Extra student work submitted will not be scored and may result in scorer confusion and negatively affect the scoring process for the PAAP. If there is no student response listed, the task may be “Unscorable.”

#### Step 8

Fill out a single Entry Slip for each AGLE Entry that you are assessing for the PAAP.

- Submit one AGLE Entry in Writing
- Submit two AGLE Entries in Reading
- Submit three AGLE Entries each for Math and Science.
- **Scoring Ramifications:** Student work submitted without an Entry Slip may result in scorer confusion and negatively affect the scoring process for the PAAP.

#### Step 9

On the Work Template, make sure information has been filled in for all sections, including the Student Response column.

- **Scoring Ramifications:** Work Templates that are not completely filled out may result in an inability to score the work for the Task, or even the entire AGLE Entry.

### Step 10

All student work must be corrected item-by-item on the Work Template. Use an “X” for an incorrect response and a “C” for a correct response. If the student self-corrects (i.e. without any prompting, changes error) please clearly indicate this and score the student’s final answer choice. Transfer the student’s correct/incorrect scores to the online Task Summary page.

- **Scoring Ramifications:** Work that has not been corrected item-by-item will be considered “Unscorable.”

### Step 11

Using Levels of Assistance information on pages 9-10 determine the Level of Assistance score that best represents the Level of Assistance earned. You are required to indicate how assistance was given by checking from the populated list or by writing a brief description in the “Other” section.

- **Scoring Ramifications:** The description is used to verify the score for this variable. Simply checking one of the boxes on the Task Summary page does not provide the scorer with sufficient information and will result in the task being “Unscorable.”

### Step 12

Electronically complete and submit all Task Summary pages. Information within the Level of Accuracy box and the Level of Assistance section must be populated. Refer to Levels of Assistance on pages 9-10 to determine the score.

Task Summary page must be filled out electronically and submitted online using the Task Bank and included in the portfolio. The electronic submission will result in the student’s first score of the portfolio while the paper version will assist the second scorer.

- **Scoring Ramifications:** Task Summary pages that are not filled electronically and submitted online using the Task Bank will result in the inability to score the work for the AGLE Entry.

## D. Organizing a PAAP

### Step 13

Assemble each AGLE Entry by attaching the required number of Task Descriptions with accompanying student work and Task Summary pages. Do not attach more than the required number of Task Descriptions. Do not attach more than the required amount of student work. Do not attach passages, description cards and/or cutout graphics used for the tasks. If you would like to save these items, place them in a separate section at the end of the PAAP.

- **Scoring Ramifications:** Student work submitted without an Entry Slip, and/or without the required number of Task Descriptions, may result in scorer confusion and negatively affect the scoring process for the PAAP. Student work submitted without the required number of Work Templates, and/or the required number of Task Summary pages, will result in the entry being “Unscorable.” Extra Task Descriptions and/or student work submitted will not be scored and may result in scorer confusion and negatively affect the scoring process for your student’s PAAP.

#### Step 14

Within each content area, arrange each AGLE Entry in alphabetical order by AGLE and then in numerical order by Indicator. Organize the entire PAAP by content area in the following order: Reading (grades 2-7 and 3rd year high school), Writing (4, 7 and 3rd year high school only), Mathematics (grades 2-7 and 3rd year high school), Science (5, 8, and 3rd year high school only). Refer to the grade level blueprint for more details.

- **Scoring Ramifications:** Lack of organization may result in scorer confusion and negatively affect the scoring process.

#### Step 15

Print the Table of Contents (available through the Task Bank), and check to make sure that all white sections of the Entry Slips (Name and Grade), Student Work (Name and Date) and Task Summary page (Name, Date, Level of Accuracy and Level of Assistance) have been filled out.

- **Scoring Ramifications:** Incomplete documentation and lack of organization can result in an inability to score the PAAP.

### E. Submitting a PAAP

#### Step 16

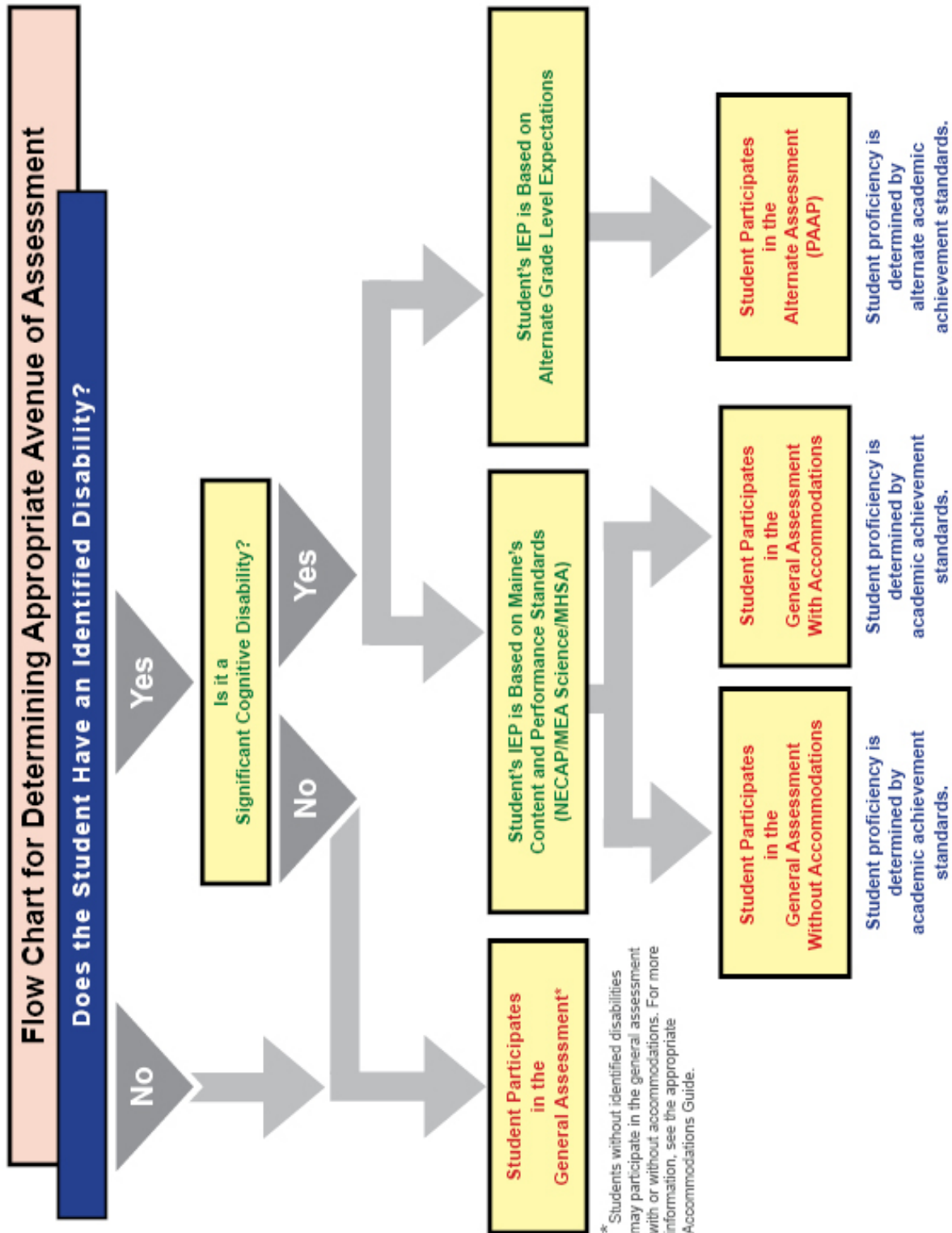
Complete the **Principal Validation Form** and provide it to the principal. The Principal will use this information to complete the *Principal Certification of Proper Administration* (PCPA) located on the iServices site. This form verifies that administration protocols outlined in this Administration Handbook were followed. Teachers should be the primary contributor to the portfolio, with appropriate support from educational technicians as needed. (Please refer to DOE Ch. 115 Certification, Authorization and Approval of Education Personnel for appropriate responsibilities of Educational Technicians (<http://www.maine.gov/sos/cec/rules/05/chaps05.htm>)). The validation form should not be submitted with the portfolios.

#### Step 17

Prepare the PAAP for mailing according to directions received from Measured Progress in the return materials shipment that will be sent in April. Measured Progress has arranged for a one-day UPS to pick up all PAAPs during the first week of May from every school that has PAAP students. UPS will deliver the PAAPs to Measured Progress. PAAPs will be returned to schools at the start of the new school year.

- **Scoring Ramifications:** Any PAAPs received later than one week from the pick-up date will not be scored and students for whom late PAAPs have been submitted will be counted as non-participants in the NECAP/MEA Science/MHSA for AYP purposes.

**Important: Sending Schools** are responsible for verifying that students who are tuitioned to private special purpose schools or who are attending out-of-district programs are being assessed.





### Criteria to Determine Participation in the PAAP

Criteria to Determine Participation in the PAAP	True	False*
The student's access to the Maine Content and Performance Standards is provided by the grade-level linked, Alternate Grade Level Expectations for students with the most significant cognitive disabilities, which are reduced in depth and breadth at less complex intervals with extensively modified instruction.		
<b>AND</b>		
Decisions are made by each student's IEP team, not an administrative decision.		
<b>AND</b>		
The student demonstrates a significant cognitive disability which results in performance that is substantially below grade-level achievement expectations, even with the use of accommodations and modifications.		
<b>AND</b>		
The student's proficiency levels are appropriately measured against Alternate Academic Achievement Standards.		
<b>AND</b>		
The student's IEP goals and objectives are based upon the Alternate Grade Level Expectations and define an appropriate level of challenge given the student's present levels of performance, historical data and rate of progress.		
<b>AND</b>		
Proficiency determined by Alternate Achievement Standards does not under challenge the student or limit the educational opportunity of the student.		
<b>AND</b>		
The student cannot participate in any portion of the NECAP/MEA Science/MHSA with or without accommodations based on his or her IEP.		
<b>AND</b>		
The request for alternate assessment for each student meets the provision of a Free Appropriate Public Education (FAPE) as determined and documented by the IEP team.		

**\* If any statement is false, the student is not eligible for PAAP.**

### Criteria that DO NOT Determine Participation in PAAP

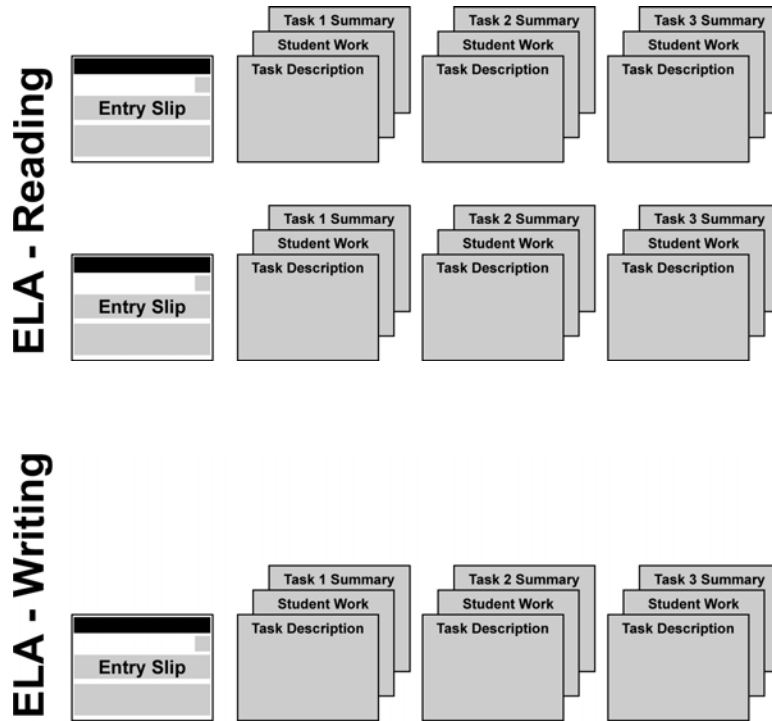
- Program setting
- Category of disability
- Percentage of time in the general education and special education settings
- Developmental level or mental age of the student

## PAAP Blueprint

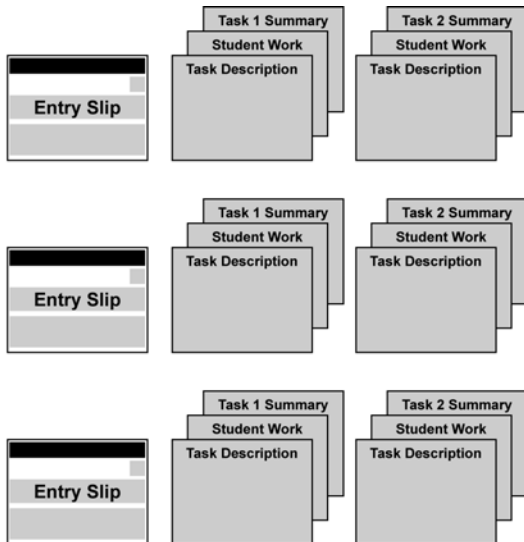
Required AGLE/Indicators by Content Area and Grade Level

Grade Level	Reading	Writing	Math	Science
<b>2</b>	A1, A2		A1, B1, D2	
<b>3</b>	A1, A3		A1, B3, C1	
<b>4</b>	A1, A2	B2	A4, B2, D1	
<b>5</b>	A1, A3		A3, B3, C1	D1, D2, E2
<b>6</b>	A1, A2		A2, B1, C2	
<b>7</b>	A1, A3	B3	A4, B4, D2	
<b>8</b>				D4, E3, E4
<b>High School</b>	A2, A3	B1	A5, C2, D4	D3, E1, E5

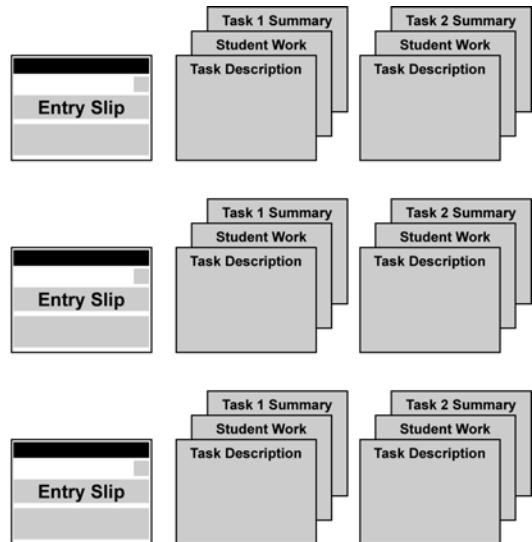
## Visual Guide to the PAAP



## Mathematics



## Science



## PAAP Mathematics Entry Slip

based on *NECAP Grade Level Expectations*

Please provide information required in this section.

Student Name \_\_\_\_\_

AGLE

D

Grade \_\_\_\_\_

Level of Complexity aligned to the student work for this AGLE:

Level of Complexity 1

Level of Complexity 2

Level of Complexity 3

Level of Complexity 4

Level of Complexity 5

Level of Complexity 6

Level of Complexity 7

Level of Complexity 8

### Mathematics

A.	Whole Numbers	A1
	Fractions	A2
	Decimals (Including Money) and Percents	A3
	Magnitude of Numbers	A4
	Whole Numbers: Understanding of Mathematical Operations and Solving Problems	A5
B.	Properties of 2- and 3-Dimensional Shapes, and Apply Theorems	B1
	Congruency and Similarities	B2
	Perimeter, Area, Volume, and Circumference	B3
	Measure and Converting between Units	B4
	Coordinate Plane	B5
C.	Patterns	C1
	Equality and Algebraic Expressions	C2
D.	Interpreting Data	D1
	Analyzing Data	D2
	Counting Techniques	D3
	Probability	D4

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### Entry Slip:

- Student Name
- Grade

PAAP Task Description			
Reading	Writing	Mathematics	Science
AGLE: <u>D</u>		Indicator: <u>2</u>	
Level of Complexity: <u>4</u>			
Task Title: <u>Analyze Data</u>		Task 1	
<p><b>Prior Knowledge and Skills Required</b>            Student should be able to</p> <ol style="list-style-type: none"> <li>1. understand the terms "more," "less," and "fewer,"</li> <li>2. read a tally chart and a pictograph, and</li> <li>3. use "more," "less," or "fewer" to analyze data or solve problems based on data presented in charts and graphs.</li> </ol> <p><b>Description of Task</b>            Student analyzes data and solves problems by using data that involve the concepts of more, less, and fewer.</p> <p><b>Directions for Task Administration</b></p> <ol style="list-style-type: none"> <li>1. Teacher places page 3 work template on work space.</li> <li><b>Note:</b> Description cards matching the tally chart and pictograph are provided on Extra Page 1 for use in assessing students needing visual support.</li> <li>2. Teacher/Student reads directions for Part 1 from page 3 work template.</li> <li>3. Teacher checks for understanding of the directions.</li> <li>4. Teacher/Student reads Item 1.</li> <li><b>Note:</b> For assessing students needing visual support, teacher reads the appropriate description card to student before reading item.</li> <li>5. Student uses his or her most appropriate mode of communication to answer question.</li> <li>6. Teacher/Student records student response on page 3 work template.</li> <li>7. Repeat steps 4–6 for Item 2 on page 3 work template.</li> <li>8. Teacher/Student reads directions for Part 2 from page 4 work template.</li> <li>9. Teacher checks for understanding of the directions.</li> <li>10. Teacher/Student reads Item 3.</li> <li><b>Note:</b> For assessing students needing visual support, teacher reads the appropriate description card to student before reading item.</li> <li>11. Student uses his or her most appropriate mode of communication to answer question.</li> <li>12. Teacher/Student records student response on page 4 work template.</li> <li>13. Repeat steps 10–12 for Item 4 on page 4 work template.</li> <li>14. Teacher corrects the responses, then completes the Task 1 Summary on page 5.</li> <li>15. Teacher submits Task 1 Summary information through the online Task Bank.</li> </ol> <p><b>Responses Expected from Student</b>            Items 1 and 3 are worth 1 point each. Items 2 and 4 are worth 2 points each. Student will provide the following responses:</p> <ol style="list-style-type: none"> <li>1. robin</li> <li>2. 9</li> <li>3. vanilla</li> <li>4. 6</li> </ol>			
2011-12 PAAP Task Bank		Analyze Data Page 2 of 8	Level of Complexity 4 – D2 1 <sup>st</sup> Task

**Task Description:**

There are no fields to fill in on the Task Description.

Student Name \_\_\_\_\_ Date \_\_\_\_\_

### Analyze Data

**Part 1:** Nathan's class counted birds at the park. They recorded their results in the tally chart below. Using the tally chart, answer the questions that follow.

Birds at the Park	
Robin	
Blue jay	

1. Which kind of bird was seen more often? \_\_\_\_\_

2. How many blue jays did the class see? \_\_\_\_\_

#### Work Template:

- Student Name/Date
- Responses – All Fields
  - a. Date of Work
  - b. Student Response

## Task 1 Summary

Task Summary information must be submitted through the online Task Bank.

Student Name \_\_\_\_\_ Date \_\_\_\_\_

### Analyze Data

1. Determine the Level of Accuracy in the box below based on the corrected student work and Data Key.

Level of Accuracy			
Item	Correct/Incorrect (Circle One)	Item	Correct/Incorrect (Circle One)
1	C X (1 point)	3	C X (1 point)
2	C X (2 points)	4	C X (2 points)

Data Key: C = Correct X = Incorrect  
 1 of 6 = 17% 2 of 6 = 33% 3 of 6 = 50%  
 4 of 6 = 67% 5 of 6 = 83% 6 of 6 = 100%

% Correct = \_\_\_\_\_

2. Determine the Level of Assistance in the box below.

Level of Assistance		
<b>Level of Assistance 1</b> Circle the type of assistance from the list below. <input type="checkbox"/>	<b>Level of Assistance 2</b> Circle the type of assistance from the list below. <input type="checkbox"/>	<b>Level of Assistance 3</b> Circle the type of assistance from the list below. <input type="checkbox"/>
• Modeling • Demonstrating a response similar to that desired • Other: _____ _____	• Use of Option 2 • Limiting student's response by removing one option • Asking clarifying questions • Prompting • Cueing • Other: _____ _____	• Independent • Encouragement • Use of augmentative/alternative communication • Repeating directions • Reacting to student • Re-reading passage • Reminding student to focus • Other: _____ _____

**Note:** If Student Work, Level of Accuracy box, and Level of Assistance box are not completed and submitted together by Task, this Task will be UNSCORABLE. See PAAP Administration Handbook for further ways that Tasks become UNSCORABLE.

### Don't Forget...

Task 1 is complete when:

- Task 1 items have been completed by student using his or her most appropriate mode of communication.
- Accompanying student work for Task 1 is accurately corrected.
- Task 1 Summary information has been submitted online.

*Please go on.*

2011-12 PAAP Task Bank  
Task 1 Summary

Analyze Data  
Page 5 of 8

Level of Complexity 4 – D2  
1<sup>st</sup> Task

### Task Summary:

- Student name and date
- Level of Accuracy - **All fields**
  - Identify Correct/Incorrect for each Item
  - Identify Percent Correct using Data Key
- Level of Assistance:
  - Check Level of Assistance (1, 2, or 3, using Level of Assistance descriptions listed below checkbox)
  - Circle applicable Level of Assistance description, or provide specific details
- **Task Summary information must be submitted through the online Task Bank**

## PAAP Principal Validation Form

Use this form to provide documentation of the individuals who have contributed and/or reviewed this Personalized Alternate Assessment Portfolio.

Student: \_\_\_\_\_

Grade: \_\_\_\_\_ MEDMS Number: \_\_\_\_\_

Content Areas Assessed (Check all that apply):

Reading ☐

Writing ☐

Mathematics ☐

Science ☐

### Contributing Educators

List all teachers, educational technicians, and administrators involved in the administration of this PAAP.

Educator: \_\_\_\_\_

Position: \_\_\_\_\_

Contribution to this Portfolio: \_\_\_\_\_

Educator: \_\_\_\_\_

Position: \_\_\_\_\_

Contribution to this Portfolio: \_\_\_\_\_

Educator: \_\_\_\_\_

Position: \_\_\_\_\_

Contribution to this Portfolio: \_\_\_\_\_

Educator: \_\_\_\_\_

Position: \_\_\_\_\_

Contribution to this Portfolio: \_\_\_\_\_

By signing below, I verify that I have reviewed the Personalized Alternate Assessment Portfolio for the student named above and have found it to be an accurate reflection of the student's academic progress, compliant with rules and procedures set forth by the Maine Department of Education.

Principal's Name (Please Print): \_\_\_\_\_

Principal's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

School: \_\_\_\_\_ District: \_\_\_\_\_

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## TASK SCORING RUBRIC

Task Score for Level of Complexity								
Unscorable	1	2	3	4	5	6	7	8
<p>The PAAP Task did not meet all requirements.</p> <p><b>Reasons for Unscorables:</b></p> <ul style="list-style-type: none"> <li>✓ Level of Complexity does not match Entry Slip and is not consistent with other tasks.</li> <li>✓ Level of Complexity is not grade appropriate.</li> </ul>								

Task Score for Level of Accuracy			
1	2	3	4
Student work related to the Task was completed with a score of 0 - 19%.	Student work related to the Task was completed with a score of 20 - 60%.	Student work related to the Task was completed with a score of 61 - 84%.	Student work related to the Task was completed with a score of 85 - 100%.

Task Score for Level of Assistance			
Unscorable	1	2	3
<p>Hand-over-hand</p> <p>Altering items/tasks beyond removing a choice (task no longer connects to the AGLE)</p>	<p>Modeling</p> <p>Demonstrating a response similar to the desired response</p> <p>Other</p>	<p>Use of <b>Option 2</b> (LoC 1 only) to use fewer of the item sets multiple times to match student knowledge</p> <p>Limiting a student's response (outside of LoC 1 at Option 2) by removing one response option</p> <p>Use of clarifying questions to stimulate student thought to the specific task without providing clues to specific answers</p> <p>Other</p>	<p>Independent</p> <p>Providing encouragement</p> <p>Completing tasks by using augmentative/alternate means of communication</p> <p>Repeating directions</p> <p>Reacting to a student</p> <p>Rereading a passage</p> <p>Reminding a student to stay focused</p> <p>Other</p>

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## GLOSSARY

**Adequate Yearly Progress (AYP)** – Adequate yearly progress is a federal measure of school performance required by the *No Child Left Behind* Act. A school makes adequate yearly progress if the students in the tested grade(s) and all required subgroups meet the participation targets of 95%, meet or exceed the performance targets established for mathematics and reading in the grade(s) to which the test is administered, and meet attendance goals (K-8).

**Attending School** – The school which a student attends daily.

**English Learner (EL)** – This designation refers to a **subset of students** whose English proficiency in **any** of the language modalities (reading, writing, listening or speaking) is significantly below that of their peers. A student is classified as an “English Language Learner” based on the student’s English language proficiency as measured by WIDA ACCESS for ELLs®.

**Full Academic Year (FAY)** – A student is counted for AYP performance in a school if the student has been present for a full academic year. In Maine, a full academic year is defined as being continuously enrolled in a school from October 1 through the end of the academic “teaching” year.

**Individual Educational Program** – A program designed by a team of individuals, including parents, responsible for determining a student’s eligibility for special education and related services, including the student’s avenue of participation in the NECAP. (Maine Unified Special Education Regulations, Chapter 101, 2010)

**Infinite Campus State Edition (ICSE)** – Maine’s statewide student management system.

**Limited English Proficient (LEP)** – An LEP designation refers to students who are English learners (ELs) and is a category in ICSE and assessment and accountability reports. Any student whose English Language Proficiency in ICSE is 03 (Limited English Proficiency) or 04 (Transitioned Back to LEP) would be considered LEP.

**Maine Comprehensive Assessment System (MeCAS)** – MeCAS consists of the New England Common Assessment Program (NECAP); Maine Educational Assessment for Science (MEA Science); The Maine High School Assessment (MHSA) comprised of the SAT and the high school science test; and the alternate to all of these, the Personalized Alternate Assessment Portfolio (PAAP).

**Maine High School Assessment (MHSA)** – Comprised of the Scholastic Aptitude Test (SAT), that assesses critical reading, mathematics, and writing given to all students in their third year of high school and a science test given to students enrolled in grade 11.

**New England Common Assessment Program (NECAP)** – The testing program in reading, mathematics and writing that Maine uses as a measure of student achievement for No Child Left Behind accountability purposes.

**Participation (for AYP purposes)** – A student is determined to have participated in a content area test of the NECAP if that student has submitted scorable work for that content test. The participation rate in a content area test is the ratio of the number of students who participate in the test to the number of students enrolled in the test population for the whole group and by subgroup. For a school or SAU to make AYP, at least 95% of students in each reportable group must participate.

**Partial Enrollment** – A student who is tuitioned to a private special purpose school has a primary enrollment in ICSE at his/her resident school and a partial enrollment at the private special purpose school.

**Partial PAAP** – A combination of taking the alternate assessment in one content area and administration of the standardized assessment with or without accommodations in another content area

**Performance (for AYP purposes)** – The student's score is determined by that student's performance on the NECAP. For purposes of AYP, a school is rated on the percentage of students who are proficient (scoring in the "proficient" or "proficient with distinction" range on the NECAP). For each group, the number of proficient students compared to the number of students participating is used to compute the percentage of proficient students. The percentage of proficient students is compared to the established target for that group to determine if the group has made AYP for performance.

**Personalized Alternate Assessment Portfolio (PAAP)** – Federal and State laws require that all students be included in the New England Common Assessment Program. To that end, four avenues of participation are provided (Standard Administration, Administration with Accommodations, Alternate Assessment, or a combination of these). Maine's Alternate Assessment is the PAAP. The PAAP is designed for students needing a modified NECAP sure of performance in a content area because their exceptionality is so significant that it does not allow access to the standard assessment even with a combination of accommodations. The administration window for the PAAP is from December 1, 2011 through April 30, 2012.

**Recently Arrived EL Student** – A recently arrived EL is an EL who was enrolled in a school in the United States for the first time on or after October 1, 2010 as indicated in the appropriate field in ICSE "Date Entered US School".

**Resident School or Resident SAU** – The school or school administrative unit where the student's parent/guardian resides.

**SAU (for AYP purposes)** – A school administrative unit "SAU" may be a school administrative district, municipal district, a community school district, or a regional school unit for the purposes of this document. .

**Sending SAU** – For the purposes of this document, a sending SAU is one that has fiscal responsibility and pays tuition for students to attend schools in another SAU.

## Personalized Alternate Assessment Portfolio

### 2011-2012 Administration

#### “Request for Partial PAAP” Form

The following information is excerpted from “Maine Operational Procedures for the Personalized Alternate Assessment Portfolio: PAAP 2011-2012 Administration” located at:  
<http://www.maine.gov/education/lsalt/paap/materialstools/index.htm>

#### Student Conditions Requiring Partial PAAP:

Students may only participate in a partial PAAP (a combination of taking the alternate assessment and administration with or without accommodations), if their individual situation has been reviewed and approved by the Maine Department of Education. A student that requires a Partial PAAP must have a *Request for Partial PAAP*, along with the student’s current IEP, submitted to the Maine Department of Education prior to December 1<sup>st</sup> each year for approval.

Requests will be reviewed by a panel at MDOE, who may request additional information when needed. Requests will only be granted to those students whose unique situation requires part of the alternate assessment to be administered. Any partial portfolio submitted without approval will result in the student counting as a non participant in that content area.

***The Maine Department of Education should be contacted for further instructions regarding procedure and documentation.***

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School principals may submit a *Request for Partial PAAP* for a student by completing, signing, and faxing the attached form, with additional pertinent information as necessary to the Maine Department of Education at 207-624-6771. The deadline for receipt of the form is **December 1, 2011**.

A panel of Department of Education personnel will review the information provided and inform the school principal by telephone of the determination of this request. Written confirmation will follow.

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Questions should be directed to: Susan Fossett, Alternate Assessment & Accommodations Coordinator, Maine Department of Education, 23 State House Station, Augusta, Maine 04333-0023;  
[susan.fossett@maine.gov](mailto:susan.fossett@maine.gov); 207-624-6774.

**Personalized Alternate Assessment Portfolio (PAAP)**

**2011-2012 Administration**

**Request for Partial PAAP**

**Secure and Confidential**

**For Office Use Only**

DR \_\_\_\_\_ PA \_\_\_\_\_

IN \_\_\_\_\_

DN \_\_\_\_\_

Please refer to the "Request for Partial PAAP" section of the "Maine Operational Procedures for the Personalized Alternate Assessment Portfolio: PAAP 2011-2012 Administration" located at

<http://www.maine.gov/education/lsalt/paap/materialstools/index.htm> before completing the following.

<b>Student Name</b>				<b>State ID #</b>	
<b>Grade</b>		<b>School</b>		<b>SAU</b>	
<b>Principal Name</b>				<b>Phone/Ext.</b>	
<b>Principal E-Mail</b>					

Does this student have an IEP? \_\_\_ No \_\_\_ Yes

Disability Category:

This student is **unable** to participate in the following NECAP/MHSA content area(s) – please circle:

**All**      Reading      Mathematics      Writing      Science

The PAAP is intended only for those students with significant cognitive disabilities. Please provide **complete information** concerning the condition or circumstances that prevent the student from participating in the NECAP/MHSA through standard administration or administration with accommodations in one content area and not another. A signed statement containing additional pertinent information may be attached as needed. Please also provide a copy of the students current IEP.

**Reason for Request:**

**Principal's Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

**Special Education Director Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

Fax completed form, under **CONFIDENTIAL COVER SHEET**, by December 1, 2011 to Sandra McKechnie, Maine Department of Education, at FAX #207-624-6771.